

TEACHERS' UNIT GUIDE

UNIT 2

THE SPANIARDS, FRENCH, AND DUTCH
BUILD COLONIES IN THE NEW WORLD

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Edited by BEATRICE COLLINS

TO BE USED WITH

NEW WAYS IN THE
NEW WORLD

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UNIT 2

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- The questions and activities offered in this GUIDE may be used in addition to the exercises in the textbook. Representing a variety of interests, they are intended to add richness to the study of the unit. No teacher will want to use all of these suggestions but may make her selections in terms of the needs and interests of the pupils.
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UNIT 2

*The Spaniards, French, and Dutch Build Colonies
in the New World*

Time of the Unit

This unit begins in the early 1500's when men from Spain and France began to explore and settle the New World. The Dutch came nearly a hundred years later, in the early 1600's, as shown on the chart below.

Early Exploration and Settlement



1500	1600	1700
SPANISH EXPLORERS AND SETTLERS		
	FRENCH EXPLORERS AND SETTLERS	
		DUTCH EXPLORERS AND SETTLERS

Walter and Jan Fairservis, American Museum of Natural History, New York

Chapters of the Text Included in the Unit

- Chapter 4. Spaniards Build a New Spain in the New World
- Chapter 5. Frenchmen Build a New France
- Chapter 6. The Dutch Build a New Netherland

Suggested Study Time

3 to 4 weeks

What the Unit Is About

In this unit we look at the New World in the years that followed Columbus' great discovery in 1492. In Chapter 4, we take a look at the Spaniards who explored and claimed vast lands in what are now the United States, Mexico, and Central and South America.

First came the explorers and conquerors, looking for quick wealth in the New World. They were soon followed by missionaries and settlers who built farms and ranches, missions, towns, and cities. From the Old World they brought tools, domesticated animals, growing plants, and seeds. And from the Indians they learned how to grow the plants of the New World.

The Spaniards found no gold in what is now the United States, but in Mexico and Peru they found silver and gold beyond their wildest dreams. Indians were kept at work in the mines, and great fleets of armed ships carried the treasure back to Spain. For a long time, Spain was the

richest and most powerful nation in Europe.

For more than a hundred years after Columbus discovered America, European explorers searched for a passage through the New World. They wanted to find a shorter, more direct route to India. The French in this search entered the New World in the early 1500's by way of the St. Lawrence River. In Chapter 5, we see how French explorers and missionaries pushed deeper and deeper into the continent, traveling in light bark canoes along the Great Lakes and down the Mississippi, finally reaching the Gulf of Mexico.

Along this water highway, the French built forts and trading posts and set up a rich fur trade with the Indians. After the fur traders came the farmers, building farms and homes along the St. Lawrence River. Montreal and Quebec became centers of trade between New France and the mother country in Europe.

In Chapter 6, we take a look at the Dutch who came to the New World early in the 1600's. Like the Spaniards and French, they were looking for a short route to India. Henry Hudson explored the river that bears his name and claimed the land for Holland. Dutch businessmen were quick to see the value of the fur trade, and soon Dutch traders were building forts and trading posts along the Hudson and Connecticut rivers.

The traders were followed by the

farmers, who settled along the rivers and on Long Island. At the mouth of the Hudson, on Manhattan Island, the little settlement of New Amsterdam grew into an important and busy trade center.

By this time, it was becoming evident that the New World was an attractive place in which to live. This unit tells the beginning of the story which will be carried forward in the next unit—"The English Build Colonies along the Atlantic Coast."

Big Ideas to Develop

1. The Spaniards began to explore and settle the New World in the early 1500's. They claimed vast lands in what are now the United States, Mexico, and Central and South America.

2. After the explorers and conquerors came the missionaries, traders, and settlers. They brought tools, plants, seeds, and animals from the Old World, and they built farms, missions, ranches, towns, and cities.

3. Spanish colonists developed rich mines in Mexico and Peru. They shipped gold and silver back to Spain in great fleets of armed vessels. In what is now the United States, the Spaniards were disappointed in their search for treasure.

4. Not long after Columbus discovered America, European fishermen discovered the wonderful fishing grounds that lie off the coast of New England and the mouth of the St. Lawrence River. They brought back stories of the new land across the sea.

5. French explorers entered the New World early in the 1500's by way of the St. Lawrence River. They were looking for a short route to India and for gold and furs.

6. French missionaries and fur traders made their way deep into the heart of North America. They traveled in bark canoes along the Great Lakes and down the Mississippi.

7. The French built forts and trading posts along this water highway and developed a rich fur trade with the Indians. All this vast wilderness was claimed by France.

8. French farm families followed the fur traders, and farms were built along the St. Lawrence. Montreal and Quebec became centers of trade between the colonists and France.

9. In the early 1600's, the Dutch sent Henry Hudson to look for a passage through the New World. His explorations led the Dutch to build forts and

trading posts along the Hudson and Connecticut rivers.

10. The fur traders were followed by Dutch farmers who settled along the rivers and on Long Island. New Amsterdam, on Manhattan Island, grew to be an important trade center.

11. The Spaniards, French, and Dutch

developed patterns for settlement that had many points of similarity. First came the explorers, followed perhaps by missionaries and then by traders. After them came the settlers, building farms and towns. Some of the towns grew into centers of trade between the colonists and the mother country.

Getting Started

The questions and activities suggested here may be used to prompt discussion and introduce some of the big ideas in the second unit—"The Spaniards, French, and Dutch Build Colonies in the New World."

1. The discovery of the New World was exciting news to people in Europe. They were curious to learn more about the new land across the sea. What are some of the things people probably wanted to know?

Ideas to talk about: What the Indians were like; whether they were friendly or unfriendly; what opportunities there might be for trading, starting colonies, getting rich and famous, and so on.

2. From the stories in Unit 1, you learned how news was carried at the time of Columbus. How did people in Europe expect to get news about the new discoveries?

Ideas to talk about: First-hand reports from the explorers when they returned to Europe; letters and journals carried in sailing ships; ways we get news about discoveries today.

3. Even today many people are explorers at one time or another during their lifetimes. Boys and girls explore places almost every day. What exploring have you done recently in the locality where you live?

Ideas to talk about: Some place a member of the class has explored—perhaps a new neighborhood or picnic ground; what the person learned from his exploring and how he shared it with others.

4. Explorers need to make plans and preparations ahead of the actual time of making the trip. What kinds of preparation do you think the explorers from Spain needed to make before sailing to the New World?

Ideas to talk about: The need for improved sailing ships, reliable officers and crews, maps and charts, food supplies, the king's permission, goods for trading, and so on.

Plans and preparations that modern explorers need to make; inventions since the time of Columbus that can be of help to modern explorers.

Suggestions for Teaching Chapter 4

In this chapter we look first at the explorers and conquerors who came to the New World in the early 1500's and claimed vast lands in what are now the United States, Mexico, and Central and South America.

Next, we take a look at the farm villages, missions, and ranches that were built by the settlers and missionaries in New Spain. We see what the settlers brought with them from the Old World and what they learned from the Indians. Finally we look at the Indian miners, laboring in the mines, and the fleets of ships that carried the treasure back to Spain.

Words that may be new

llama	Peru (pě rōō')
alpaca	Cuzco (kōōs'kô)
turquoise	Andes (ăn'dēz)
cacao	Cortes (kôr tez')
hacienda	Montezuma (mōn'tězōō'mā)
lariat	Pizarro (pĩ zār'ō)
rodeo	Atahualpa (ă tă wăl'pă)
ore	de Soto (dê sō'tō)
galleon	Coronado (kōr'ō nă'dō)
convoy	Vera Cruz (vēr'ă krōōz')
wharves	Modern spelling:
missionary	/Veracruz

A first look at the pictures and maps (before the chapter is read)

The first picture in Chapter 4 shows a Spanish explorer and his soldiers in Florida.

Who are acting as guides? Do you think this trip would be harder for the foot soldiers than for the Indians? Explain why.

What things do you see that the Indians did not know about until Europeans came to the New World?

A small detail in this picture suggests that something dramatic is about to happen. Can you find it?

The map on page 74 shows the parts of the New World that were explored and claimed by the Spaniards.

Read the legend and then find Spain in the Old World. How does it compare in size with the lands Spain claimed in the New World?

The map on page 75 tells us more about the Spanish explorers.

Follow each man's journey, noticing the part of the country he explored. Which man crossed the Mississippi? Which one journeyed from Cuba to the capital of the Aztecs?

As you can see, some of the pictures show the Spaniards as explorers and conquerors; others show them as settlers and missionaries.

How would you describe the two Spaniards shown on page 80? They are observing what Indians that you read about in Chapter 1?

Do you think the Spaniard shown on page 81 is an explorer or a settler? Explain why. What story does this picture tell?

Read the legend of the picture on page 84 and find a tool brought from the Old World.

Questions and activities which will help develop the big ideas in Chapter 4

1. Among the Indian groups that came in contact with the Spaniards were the Aztecs, the Pueblos, and the Plains Indians whom you read about in Chapter 1. Tell about the ways in which these people were living and making their livings when Columbus discovered America. Then describe some of the great changes that came into their lives with the coming of the Spaniards.

If you had been a member of one of these Indian groups, what advantages might have come to you when the Spaniards settled in your land? What disadvantages might have come into your life?

2. Why do you think some of the Indians wished to live in the Spanish towns in the New World while others decided to remain in their own villages?

3. You are a settler in New Spain who wants to start your own farm. Explain how you would go about this. Make a drawing of the plan for the new town that you will use to help you get a gift of land from the Spanish king. Read again pages 81 and 82 if you need help.

4. How were the Spanish settlers able to grow plants from the Old World in the New World? In making your explanation, use the pictures on pages 81 and 82.

5. Plan a dramatization entitled "When the Spaniards Came." The people in your play may be Aztecs, Pueblos, or Plains Indians.

The first scene may show an ordinary day in the life of your village. In the second scene, your people get news that the Spaniards are coming. In the third scene, Spanish explorers and soldiers arrive.

Some are friendly to your people, others unfriendly. In the fourth scene, settlers and missionaries arrive with their tools, seeds, growing plants, and farm animals.

Try to make the people in your play real human beings with hopes and fears and a sense of the excitement and importance of the events that are happening to them. If you wish, invite another class to enjoy the dramatization with you.

6. Several of the words used in Chapter 4 come to us from the Spanish language. Among these is *plaza* which you learned to use in Unit 1. What is a plaza? If you need help, look again at the story of the Aztec capital on page 30 and the account of the Spanish farm villages on page 81.

7. Other words from the Spanish language used in Chapter 4 include:

lariat—from the Spanish words *la reata*, meaning the rope

hacienda—from the Spanish word *facienda*, meaning employment or an estate. Originally *facienda* meant "things to be done."

galleon—from the Spanish word *galeón*, meaning a sailing vessel

rodeo—a Spanish word that meant originally "a going round." Later, rodeo came to mean a roundup of cattle. Finally it came to mean a public performance presenting the chief features of a roundup, as lariat throwing and horse breaking.

Use each of these words in a sentence that tells something about life in the Spanish colonies. If you have been to a rodeo, tell what it was like.

8. The word *ingot* does not appear in your text, but several ingots are shown in a picture in Chapter 4. Use a dictionary to find the meaning and pronunciation of *ingot*, then find the picture in which ingots are shown. (P. 86)

9. In stories about pirates and buried treasure you will find the term "Spanish Main." "Main" is short for "mainland" and also for "the main or high seas."

On the map on page 74, move your finger along the Spanish mainland in North and South America, then along the main sea route between the colonies and Spain.

If a member of the class has read a book about the Spanish Main, he may be able to tell the class about one of the dramatic incidents that took place.

10. Describe the work of the mission priests. What are some of the things these men needed to know?

11. Start a collection of pictures of missions in Mexico and the Southwest. Write legends for the pictures, telling where the missions are and pointing out ways in which the buildings show the influence of Spanish or Indian styles of architecture and decoration.

Later, when you study about the early settlement of Texas and California, you may be able to add to your collection of pictures.

If a member of the class has visited an old Spanish mission, he may be able to tell the rest of the class something about its history.

12. Select a committee to plan a large outline map on which the routes of the explorers may be shown. Spanish explorers may be shown at this time; French and Dutch, later.

To make the outline map, the committee may make a tracing from a wall map of North America, adding a bit of the northern part of South America and the larger islands of the West Indies. Show the boundary lines of the United States as it is today, the Great Lakes, and a few big rivers—the Mississippi, Colorado, Rio Grande, Hudson, St. Lawrence, etc.

With colored crayons, mark the routes of the Spanish explorers, using the map on page 75 as a guide. Print the name of each explorer and a significant date along his route.

Dates of real importance may be found in your text. In addition, clues are given, as in the first sentence in the story about Coronado. On your map, 1540 may be printed near his name.

13. Find St. Augustine on a map of Florida. It is the oldest city in the United States. If members of the class have visited St. Augustine, they may be able to describe some of the historic landmarks still to be seen there. Many old houses remain, including one known as the "oldest house in the United States." The narrow streets remind one of the streets in Old Spain.

A bronze statue of Ponce de León stands in St. Augustine. It was not far from this spot that the Spanish explorer first sighted the coast. He was looking for "Bimini"—a marvelous island believed to contain a magic fountain of youth. He came ashore soon after Easter on a day called "Pascua Florida," the Feast of Flowers.

In 1565, the Spanish founded St. Augustine, and it has been in continuous existence ever since.

Suggestions for Teaching Chapter 5

In this chapter we look at the efforts of the French to establish themselves in the New World. Only twenty years or so after Ponce de León claimed Florida for Spain, French explorers were sailing up the St. Lawrence, claiming lands for France.

Although the French were seeking a short route to India, they were also anxious to get their share of wealth in the New World. The Spanish, as we have seen, found silver and gold. For the French, furs became the great source of income. French missionaries and fur traders penetrated to the heart of North America. After them came the farmers, building homes along the St. Lawrence.

Words that may be new

banks	Cartier (kār tyā')
Grand Banks	Champlain (shām plān')
fashion	de Maisonneuve
portage	(dā mā zô nûv')
seigneur	Marquette (mār kêt')
Quebec	Joliet (jōl ĭ ết')
Montreal	La Salle (là sāl')
Algonquin	Lachine Rapids (là shēn')

A first look at the pictures and maps (before the chapter is read)

1. The first picture (on p. 88) shows one of the industries that first attracted Europeans to the New World.

What was this industry? How can you tell from the picture that it was a "big business"?

2. The map on page 90 shows that the French, like the Spanish, claimed vast lands in the New World.

Compare this map with the Spanish map on page 74. How do the mother countries compare in size with their lands in the New World?

3. The pictures on pages 95 and 96 show the chief means of transportation used by the French in exploring the New World.

Which Indians that you read about in Chapter 1 built boats like these? Find a picture in Chapter 1 which shows a canoe like these. Why were bark canoes well suited to the needs of the Indians of the Eastern Woodlands?

Questions and activities which will help develop the big ideas in Chapter 5

1. What are "banks" in the ocean? Why are fishermen interested in them? Find the Grand Banks on the map on page 91 and then find about where they are located on the map of North America on page 7.

In a geography or reference book, find out how the fishing industry is carried on today on the Grand Banks and in other waters off the coast of eastern Canada and the United States. These questions may help you:

What kinds of fish are caught? What kinds of ships and equipment are used? How is the fish preserved? What New England cities are famous centers of the fishing industry?

2. As you learned, furs were tremendously popular in Europe among people who could afford them. What furs are popular today?

Fur trapping still goes on in parts of our country. Find out whether animals are trapped for their fur in your state.

A large number of furs used commercially today are obtained from fur farms or ranches. If you live in a state where fur farming is a business, find out where the farms are and what animals are raised.

3. Add the routes of the French explorers to the large outline map of North America which the map committee prepared in connection with your study of the Spanish explorers. What cities will you want to show on this map? What lakes and rivers will you want to name? Use the maps on pages 91 and 94 to help you.

4. *Portage* comes from the French word *porter* meaning "to carry." What does "porter" mean as used in English?

Find the picture in this chapter which shows men making a portage. Notice how the canoe is being carried. Tell why a portage was necessary at this place.

If a member of your class has seen Niagara Falls, ask him to tell about his visit. Perhaps he has pictures he can show.

If one of the early French explorers could visit Niagara Falls today, what are some of the differences you think he might notice? Don't forget to include differences in transportation, the large number of visitors, etc.

5. Collect pictures of canoes, beginning with examples of early models used by the Indians and pioneers. Bring the collection up-to-date by showing some of the modern canoes designed in lightweight metals.

6. Today, after more than four hundred years, Montreal and Quebec are im-

portant cities and centers of trade. Select one of them to read about in a geography to find out what the city is like today.

Plan a report to the class in which you tell what the city is like now and what advantages it has for trade. If you are able to find a good picture of the city, pass it around for the class to see.

7. People who lived in earlier times did not have many of the things we have today—stoves, refrigerators, and so on—but often they managed very well.

The picture on page 100 shows the interior of an early settler's house. Point out the gun, powderhorn, lantern, tea kettle, and iron pot. Find out more about how the early settlers cooked in the large fireplaces.

Why did the settlers need powderhorns? Find a picture of a candle mold in a reference book and explain how it was used.

8. As one traveler wrote, you could paddle a canoe within sight of every house in New France. Do you think he was right? Explain why.

Draw a plan of a French farm as described on page 100. Be sure to show the St. Lawrence River in your drawing.

9. Imagine you are invited to spend the night with the neighbor's children who slept in the little attic reached by a ladder. Write a short story telling about your adventure. Did something exciting happen?

10. Some farmers today store vegetables in a root cellar. If you have ever seen one, describe what it is like to the class. Why is a root cellar a good place for storing vegetables?

11. What did early settlers use instead

of glass in their windows? You will find the answer in the story of the farmhouse on page 100.

To see what it was like to look out the window of a pioneer house, take a large sheet of white drawing paper and rub a thin coat of linseed oil on it. Do not leave any extra oil on it when you are through.

As the oil soaks in, you will discover that you can see through the paper.

Hang the paper up to dry for a day or lay it on a sheet of brown wrapping paper on a stack of old newspapers. When the oil has soaked in thoroughly, members of the class can take turns looking through the “pioneer window.”

Suggestions for Teaching Chapter 6

This chapter tells the story of the short-lived efforts of the Dutch to build a colony in North America. They came in the early 1600’s—a hundred years after Ponce de León and Cortes. Already carrying on a profitable trade with the East, the Dutch were chiefly concerned with finding a short passage to India.

We sail with Henry Hudson up the Delaware and Hudson rivers, in search of the passage. Like the French explorers, he found no passage, but he did find furs. We take a look at the fur traders who came after him and the farm families who settled along the Hudson. We see what life was like in the little settlement on Manhattan that later became New York.

Words that may be new

tenant	Van Rensselaer
trinkets	(vǎn rěnn’sě lěi)
patroon	Loockerman
(pǎ trōon’)	lō’kěi mǎn)

*A first look at the pictures and maps
(before the chapter is read)*

The first picture in this chapter shows one of the first meetings between Indians and Dutch sailors.

Why might this picture be entitled “People of Two Worlds Meet”? How can you tell that the Dutch sailors do not entirely trust the Indians?

The map on page 104 shows lands claimed by the Dutch in the New World.

How do the lands claimed by the Dutch compare in size with the claims made by the Spanish and French? To check your answer, look again at the maps on pages 74 and 90.

The map on page 105 gives us a closer view of the country explored by the Dutch.

Follow Henry Hudson’s route. What great river did he explore for many miles? Two important Dutch settlements are shown here. What are they?

The pictures on page 106 tell us an important fact about the Dutch: they were great traders.

What articles can the Indians get in trade for their furs? Why might the Indians want these things? How do you think you might feel the first time you saw your face in a mirror?

Questions and activities which will help develop the big ideas in Chapter 6

1. There are a good many words in our language that are used to name the parts of a ship. There are, for example, mast, sail, hull, deck, porthole, bow, stern, crow's-nest, rudder, bowsprit, belaying pins, poop deck, pennants, rigging.

Point out as many of these as you can in the pictures in Chapters 3, 4, 5, and 6. Use your dictionary to find the meaning of those terms that are not already familiar to you.

Think of other shipping terms which you can add to this list. The article on "Ships" in an encyclopedia will help you.

Notice the terms used by seafaring men the next time you read a story about the sea or watch a sea story on television or in the movies. You will find you are much more knowledgeable about ships and sailing than you were before.

2. Compare the dugout canoes shown on page 103 with the bark canoe pictured on page 95. What is a dugout? If you need to, read again the sentence on page 30 which explains what they are.

Which kind of canoe do you think is better suited to travel where there are portages: bark canoes or dugouts? Why?

Columbus greatly admired the canoes of the Indians he met in the West Indies. On page 65, find what he said about them. Do you think he saw bark canoes or dugouts? Explain your answer.

3. One of the often-told stories in our country's history tells how the Dutch bought Manhattan Island from the Indians for trinkets worth about twenty-four dollars. Why do you think this has become such a famous story?

4. "Trinket" is a useful word to add to your vocabulary. Name some of the trinkets used by Dutch traders. Do you own any trinkets? If you are not sure, look up the word in your dictionary.

5. The word *patroon* came from the Dutch and originally meant a "protector." Do you think the word came, in time, to change its meaning? Give your reasons.

6. Compare the picture of New Amsterdam on page 111 with the maps on the facing page. In the picture, you are looking at the southern tip of Manhattan Island. You see New Amsterdam—or Nieuw Amsterdam, as the Dutch spelled it—as it looked in 1650–1653.

Find the windmill. Why should you not be surprised to find a windmill in this town? Notice that it looks much like the windmill shown on page 36—a common type in Europe at the time of Columbus.

The long, low building under the windmill is the Fort. The steep-roofed building with the flag is the Church. Next to it, to the right, you can see a bit of the roof of the Governor's house. The Governor was Peter Stuyvesant, a name still famous in New York.

Most of the other buildings are homes, although some are storehouses. Find the tall crane at the water's edge and the tiny dock near it. As the picture suggests, ships anchored offshore and were loaded by means of small boats.

7. Why was New Amsterdam in a good location for trade? Use the maps in explaining your answer.

8. Find pictures of New York in a geography or reference book and show them to the class. Read the text so that you can explain what parts of New York

are shown. Try to find a picture that shows the southern tip of Manhattan as it looks today. Also look for a picture that shows the piers where big ships load and unload.

9. New York is often pictured in magazines and newspapers. Cut out good pictures and paste them in a scrapbook. Write a legend for each picture.

Now may be a good time to start a collection of pictures of American cities. Your collection may include views of the cities as they are today and prints of the cities as they were in earlier times.

10. Add the route of Henry Hudson to the large outline map of North America which the map committee prepared to show the journeys of the Spanish, French, and Dutch explorers. Write Hudson's name beside his route. What date will you write?

Which rivers, bays, and settlements do you think you should name? Use the map on page 105 to help you decide.

11. Lands in the New World were often discovered more than once and the

earlier discoveries forgotten. Although Henry Hudson "discovered a great river" and claimed it for Holland, another European had been there before him.

This was Verrazano, a ship captain from Florence, Italy, who sailed in 1524 in the service of the king of France. He entered the mouth of the Hudson and claimed the land for France. This claim was not followed up by the French who centered all their interest and energies on the St. Lawrence.

How does the date of Verrazano's voyage compare with Henry Hudson's? with Cartier's?

12. Notice the equipment used by the men shown on page 109. Which of the inventions that you read about in Chapter 2 is helping in two ways to make the job easier?

13. Read again the account of life at Fort Orange on page 105. On a large sheet of drawing paper make a picture of the fort and the area around it. Show a winter or summer scene. Include Dutch men and women and also some Iroquois.

Pulling Together the Big Ideas in the Unit as a Whole

1. Look again at the maps on pages 74, 90, and 104. How do the Spanish, French, and Dutch claims compare in size? How does the claim of each compare with the size of the mother country in Europe?

Which part of the United States was once claimed by Spain? by France? by Holland? In the units which follow, we will find out what happened to these claims.

2. Plan a blackboard chart that will help you organize your knowledge of the Spanish, French, and Dutch in the New World. First, think of the kinds of facts and ideas you want your chart to show. These can be your main headings.

Divide the board into three wide columns. Write *Spanish* at the top of the first, *French* at the top of the second, and *Dutch* at the top of the third. List your

main headings at the left. Here are a few you may want to use, although you will probably want to make up your own.

1. Why they came
2. What they claimed
3. Who came
(explorers, farmers, etc.)
4. How they made a living
(mining, fur trading, etc.)
5. What they built
(farms, forts, etc.)
6. What they brought with them
7. What they learned from the
Indians
8. Famous explorers
9. Famous settlements

3. The time chart on page 1 of this *Unit Guide* can be used as the basis for making a time chart for your bulletin board. On a large sheet of paper, draw a "time line," marking the dates 1500, 1600, and 1700. Show that the Spaniards and French began to explore and settle the New World in the early 1500's and that the Dutch began in the early 1600's. Draw simple, outline pictures to illustrate your time chart.

4. To play the Explorers' Game, divide the class into groups, each group representing a different party of explorers. One may represent Cortes and his men, another Marquette and Joliet, another Henry Hudson's party, and so on.

First, the members of each group decide which party of explorers they will represent. Then they select a dramatic incident that will give a clue to the rest of the class. For example, in representing Pizarro, the group may decide to dramatize the scene in which the Inca ruler makes a mark high on the wall. If the class

fails to guess the correct explorer, the group may supply a second clue by dramatizing another incident.

5. During the study of this unit, suggestions have been given for making a large outline map of North America on which can be shown the routes and names of famous Spanish, French, and Dutch explorers.

When the map is completed, select a member of the map committee to present the map to the class. He should be able to point out the significant information that the map shows. He should also be able to explain why certain rivers, lakes, bays, etc., have been named on the map, while others have not.

6. Select one of the pictures in this unit that, in your opinion, tells a good story. Write your story on one side of a sheet of paper. Give your story a title. When your story is finished, your teacher may ask you to read it to the class and let the other pupils decide which picture your story is about.

7. Which pictures in this unit showed that Europeans and Indians learned from each other? What are some of the things they learned?

8. Look again at the Spanish picture on page 82 and the Dutch picture on page 108. These people went to considerable trouble to bring plants and animals to the New World. How did they manage it? How did their work actually *change* the New World?

9. Living plants and animals, as well as seeds, are sent from one country to another today. Look for examples of this in newspapers, farm journals, and seed catalogues.

Why might it be easier in some ways to send plants, seeds, and animals long distances today than it was in earlier times?

Find out whether any plants, seeds, or animals have recently been sent from your locality to some other part of the world. Also, find out *why* they were sent.

10. Although much time was spent in hard work by the Spanish, French, and Dutch settlers, the people found many pleasant ways to gather occasionally for fun and recreation. What pictures show this? Which kinds of activities are still enjoyed by people today?

11. Put on display the drawings that have been made of a Spanish farm town, a French farm, and Fort Orange. The pupils who made the drawings can hold a panel discussion in which they point out the principal features in each drawing and the contrasts shown in ways of life.

12. Why may the Spanish and French missionaries be described as brave people? Give examples of their courage. In later units, you will read of other missionaries who carried on their work in the wild, little-known frontier lands of this country.

13. Tell some of the ways life changed for the Indians with the coming of Europeans. How did their occupations change in different parts of the New World?

14. You have read that both the French and Dutch started settlements and farms along river banks. What were the advantages of such a location?

On a map of your state, look for towns and cities along rivers. Select one of these river towns and try to find out why it grew up where it did.

15. Suppose the early explorers had found a water passage through the New World at about the place where the Panama Canal now is. What differences do you think this might have made in the exploration and settlement of these continents? Give reasons for your opinion.

16. When Balboa crossed the narrow isthmus of Panama, he was accompanied by an engineer who later became an officer under Cortes. Both this engineer and Cortes believed a canal should be built across the isthmus. The engineer drew plans for the canal, and the matter was laid before the king of Spain, who ruled against it.

The Spaniards built a surfaced road across the isthmus. Why did they have need of a good road at that place? Do you think a canal would have benefited them even more? In giving reasons for your answer, be sure to take into account the gold of Peru and the location of Peru.

17. If you live in a locality that was explored or settled by the Spaniards, French, or Dutch, you may want to learn more about what they did in the area where you live than can be told in a narrative history of our whole country.

You can plan a trip, for example, to a nearby place of historical interest, or you can write to a well-known historic site for free illustrated booklets. You can visit a library or museum containing early maps, weapons, tools, or clothing.

In making your investigation, here are some questions to keep in mind:

Who came here? What did they build? What signs of their coming still remain here? (Street names, buildings, names of towns, etc.)

Books to Read and Other Enrichment Materials

The following books are suggested for further reading. Those marked with a star (*) were recommended by Mary K. Eakin, Center for Children's Books, The University Library, The University of Chicago.

- *BARNOUW, ADRIAN JACOB. *The Land of William of Orange*. New York: J. B. Lippincott Company, 1944, 1953.

An interestingly written account of the history of the Dutch people and their present social and economic conditions. Advanced reading for fifth grade.

- BARROWS, PARKER, and SORENSEN. *The American Continents*. New York: Silver Burdett Company, 1954.

"A New-World Country," pages 1-10, and "Along the Eastern Gateway," pages 18-24, are suggested for reading at this time. This is the historical geography of our country, developed on a regional basis. Maps and pictures in color. Commonly used in fifth grade.

- *BAUER, HELEN. *California Mission Days*. Garden City: Doubleday and Company, 1951.

The story of the founding of the California missions. Average fifth-grade reading level.

- BENNETT, DOWSE, and EDMONDS. *Dreaming and Daring*. New York: Silver Burdett Company, 1947.

Stories and poems on pages 19, 41-47, and 231-236 are suggested for reading at this time. Commonly used in fifth grade.

- *BOWERS, GWENDOLYN. *The Adventures of Phillipe; A Story of Old Quebec*. New York: Aladdin Books, 1949.

Phillipe is a small French boy who comes to New France to search for his parents. A good picture of the early days of the French-Canadian settlements. Easy reading for fifth grade.

- *CARLSON, NATALIE SAVAGE (ED.). *The Talking Cat and Other Stories of French Canada*. New York: Harper and Brothers, 1952.

Seven folk tales handed down from the early days of the French voyageurs. Excellent for reading aloud to a class. Average fifth-grade reading level.

- CROUSE, ANNA and RUSSEL. *Peter Stuyvesant of Old New York*. ("Landmark Books") New York: Random House, 1954.

Everyday life in the little settlement of New Amsterdam and a dramatic picture of its peg-legged Governor. Peter Stuyvesant comes to life as a real person. Average fifth-grade reading level.

- *DUVOISIN, ROGER ANTOINE. *The Four Corners of the World*. New York: Alfred A. Knopf, 1948.

The story of Pizarro's conquest of the Incas. Average fifth-grade reading level.

- *FREY, NINA AMES. *The River Horse*. New York: William R. Scott, 1953.

Through the story of a young Indian boy living in modern Guatemala, the reader gets considerable information

about the days of the Spanish conquerors and of the ways in which the Indians have tried to keep their culture intact through the years. Average fifth-grade reading level.

GOETZ, DELIA. *The Aztec People*. Washington, D. C.: Pan American Union, 1947.

Ways of life in the Aztec capital just before the arrival of Cortes and his men. Illustrated. Advanced reading for fifth grade.

GOETZ, DELIA. *The Incas*. Washington, D. C.: Pan American Union, 1947.

How the Incas lived and worked and thought before Pizarro came as a conqueror. Illustrated with photographs. Advanced reading for fifth grade.

KJELGAARD, JIM. *The Explorations of Père Marquette*. ("Landmark Books") New York: Random House, 1951.

The famous French missionary's travels and discoveries, with emphasis upon his exploration of the Mississippi. The author also gives us vivid pictures of life among the Indians. Average fifth-grade reading level.

*MCNEER, MAY YONGE. *The Story of Florida*. New York: Harper and Brothers, 1947.

The first few chapters contain a brief history of the Spanish exploration and occupation of what is now Florida. Advanced reading for fifth grade.

*POLITI, LEO. *The Mission Bell*. New York: Charles Scribner's Sons, 1953.

The story of Father Serra and the founding of the first California missions. Average fifth-grade reading level.

*SCOTT, JAMES MAURICE. *Hudson of Hudson's Bay*. New York: Henry Schuman, 1951.

An account of the explorations of Henry Hudson. Advanced reading for fifth grade.

*SHIPPEN, KATHERINE BINNEY. *New Found World*. New York: The Viking Press, 1945.

The discovery, exploration, and conquest of South America and the story of its development up to the present time. Advanced reading for fifth grade.

SMITH, NILA B., and BAYNE, STEPHEN F. *Frontiers Old and New*. New York: Silver Burdett Company, 1947.

"The Wooden Shoe," pages 30-44, tells the story of two Dutch children in New Netherland. Written with charm and factual accuracy by Cornelia Meigs. Commonly used in fifth grade.

*SYME, RONALD. *Champlain of the St. Lawrence*. New York: William Morrow and Company, 1952.

An account of the explorations of Champlain through the Great Lakes region. Some of the material is quoted from his journals. Advanced reading for fifth grade.

For the teacher: In addition to the books suggested for pupils, the following titles will be of special interest to the teacher:

*BAITY, ELIZABETH CHESLEY. *Americans before Columbus*. New York: The Viking Press, 1951.

This book, suggested in connection with Unit 1, is also appropriate to Unit 2. A detailed and accurate account of life on the American continent from the Ice Age to the coming of the Spaniards.

*CLARK, ANN NOLAN. *Secret of the Andes*. New York: The Viking Press, 1952.

A story of a modern Indian boy in Peru who is being trained in the task of keeping alive the ancient culture of the Incas. The book is well suited to reading aloud to a class, although it is too subjective for many fifth-grade pupils to handle by themselves.

*GARST, SHANNON. *Three Conquistadores: Cortes, Coronado, Pizarro*. New York: Julian Messner, Inc., 1947.

A readable account of the three Spaniards who did much to spread the power of Spain.

*McCLINTOCK, MARSHALL. *Prescott's The Conquest of Mexico, Designed for Modern Reading*. New York: Julian Messner, Inc.

Prescott's dramatic and colorful account, suggested in connection with Unit 1 and also appropriate to Unit 2.

Museum Publications

The materials listed here contain colorful detail in the everyday life of the Indian groups encountered by the Spanish, French, and Dutch in their early exploration and settlement.

The following leaflets may be obtained at small cost from The University Mu-

seum, University of Pennsylvania, Philadelphia, Pennsylvania:

Primitive Records: The Buffalo Robe

How to make a miniature painted robe, using a small chamois skin. As the leaflet explains, these records were used by the Plains Indians as time counts or calendars, as imaginative records of visions, and as personal records or biographies.

Primitive Records: The Wampum Belt

How to make a wampum belt of the type used by the Indians of the Eastern Woodlands for official communications, ceremonial purposes, and for the ratification of treaties.

Primitive Records: The Inca Quipu

How to make this ingenious Inca counting device out of knotted cotton yarn and how to use it in keeping a class bank account.

An Arapaho Indian Pouch

How to make and decorate a small bag of the type worn by the Plains Indians on their belts.

Indian Parfleche

Another type of bag used by the Plains Indians for holding dried meat, dried berries, etc. How to make one out of heavy wrapping paper.

The Navaho: American Indian Weavers

How the Navaho of the Southwest spun their wool and wove their cloth. How to make a model loom of the kind these Indians made and how to weave a miniature blanket on it.

Hopi Headdress

How to make and decorate a headdress of the kind worn by the Hopi of the Southwest.

Woodland Indian Designs

Seven characteristic designs used by Indians of the Eastern Woodlands in decorating their moccasins, bark canoes, etc.

Indians of the U.S.A.

A large pictorial map in color showing where the various Indian groups were living in this country during the early years of exploration and settlement. Many early pioneer forts and trading posts also are shown. Suitable for pinning on the class bulletin board.

The leaflets which follow are published by the Chicago Natural History Museum, Chicago, Illinois, and may be obtained at small cost.

BUCHWALD, JUNE. *An Aztec Soldier*. Museum Stories, No. 189.

BUCHWALD, JUNE. *An Inca Scholar*. Museum Stories, No. 191.

CRAMER, ROBERTA. *Clothing of the Early Chicago Indians*. Looseleaf No. 118.

HAMBLETON, ELIZABETH. *Pueblo Pottery*. Museum Stories, No. 9.

NEVE, EMMA. *How Potawatomi Boys Were Brought Up*. Looseleaf No. 120.

NEVE, EMMA. *Indian Homes in Chicago*. Looseleaf No. 116.

PABST, MARIE. *Ancient American Horses*. Museum Stories, No. 133.

Filmstrips

Among the filmstrips that the teacher may want to use in connection with the study of Unit 2, the following especially are recommended for fifth-grade pupils. For a complete listing of filmstrips, see

Filmstrip Guide, published by the H. W. Wilson Company, New York, in 1954. It is available in many libraries.

EARLY AMERICAN HISTORY SERIES.
Young America Films, Inc., 18 East 41 Street, New York. 1953.

Suggested titles: *Spanish Explorers*. *France in the New World*. *Middle Colonies*.

THEN AND NOW IN THE UNITED STATES.
Silver Burdett Co., 45 East 17 Street, New York, 1951.

Suggested titles: *Then and Now in Florida*. *Then and Now in the Southwest*.

Songs to Sing

Songs can play an important part in bringing to life the story of the New World and the people who lived and worked and dreamed in these lands that later became the United States, Canada, and Mexico. Among the songs which may be selected for use with Unit 2, the following especially are recommended for fifth-grade pupils. They may be found in NEW MUSIC HORIZONS, BOOK FIVE, published by Silver Burdett Company, 1953.

<i>At Pierrot's Door</i>	. . .	Page	15
<i>Mountain Song</i>	. . .		22
<i>Queen of the May</i>	. . .		28
<i>Tallac</i>	. . .		32
<i>An Indian Love Song</i>	. . .		34
<i>The Old Mexican Woman</i>	. . .		71
<i>Pretty Pinchinita</i>	. . .		76
<i>Up in the Sky</i>	. . .		80
<i>The Little Mohee</i>	. . .		130
<i>What Kind of Flower?</i>	. . .		145
<i>Mooje Moccasin</i>	. . .		162

Testing What Has Been Learned

These tests may be reproduced by the teacher for use with her own class. Omit answers in reproducing the tests.

Test 1

Read each sentence and decide whether it is true. Underline the letter *T* if the sentence is true. Underline the letter *F* if the sentence is false.

- T F 1. Spain was larger than the lands it claimed in the New World.
- T F 2. The Spaniards brought domesticated animals from the Old World to the New World.
- T F 3. When Europeans came to the New World, they learned from the Indians how to grow corn and other crops.
- T F 4. When the first explorers came from Europe, they found the Indians using horses and cows.
- T F 5. The St. Lawrence River was like a highway into the heart of North America.
- T F 6. Both the French and the Spanish explored the Mississippi River.
- T F 7. The Indians soon learned that life could be easier if they had the things the traders brought from Europe.
- T F 8. The Spanish, French, and Dutch explorers came to America because they wanted to live here.
- T F 9. Bark canoes were well suited to the needs of the French explorers and fur traders.
- T F 10. Farmers and their families came from Spain, France, and Holland to build farms in America.

Test 2

Find the word or group of words in the second column that means the same or nearly the same as each word in the first column. Write its number in the correct blank.

<u>2</u>	lariat	1. canoe
<u>6</u>	plaza	2. rope
<u>4</u>	isthmus	3. fishing grounds
<u>3</u>	banks	4. land bridge
<u>5</u>	portage	5. a carrying of
<u>1</u>	dugout	boats overland
		6. a public square

Test 3

Each sentence has four endings, but only one ending makes the sentence true. Write in the blank the letter of the correct ending.

- c 1. What is now the state of Florida was explored by
a. Cortes
b. Coronado
c. Ponce de León
d. Cartier
- b 2. What is now the state of Arizona was explored by
a. De Soto
b. Coronado
c. Champlain
d. Pizarro
- d 3. The Great Lakes were used as a highway by
a. Henry Hudson
b. De Soto
c. Cortes
d. Marquette and Joliet

c 4. Dutch settlers built trading posts and farms along the

- a. Mississippi River
- b. St. Lawrence River
- c. Hudson River
- d. Colorado River

b 5. Today the Dutch hold lands in

- a. Mexico
- b. South America
- c. United States
- d. Canada

d 6. The Spaniards in the New World were chiefly interested in mining

- a. iron
- b. copper and lead
- c. coal
- d. gold and silver

a 7. Many Frenchmen in the New World made a living from

- a. the fur trade
- b. mining gold
- c. cattle ranches
- d. mining silver

d 8. One of the settlements started by the Dutch later grew to be

- a. Montreal
- b. Quebec
- c. Vera Cruz
- d. New York

Test 4

You will need to use the pictures and maps in your text. Read each sentence. When you come to a place like this (liked, did not like), decide which word or words makes the sentence true. Draw a line under the correct word or words.

1. The pictures on page 106 show that the Indians (liked, did not like) the goods of the Dutch traders.

2. The picture on pages 96 and 97 shows canoes loaded with bundles of (goods from Europe, furs).

3. The picture on page 95 shows a famous (portage, isthmus) that was used by the French explorers.

4. The picture on page 80 shows Spanish explorers in the country of the (Plains Indians, Pueblo Indians).

5. The map on page 74 shows that the Spaniards claimed lands in what is now (the United States, Canada).

6. The map on page 90 shows that the French claimed lands near the (Pacific Ocean, Great Lakes).

7. The picture at the top of page 78 shows that the Incas had (domesticated animals, wild animals) to help them carry heavy loads.

8. The picture on page 86 shows Indian workers (loading, unloading) Spanish ships.

Test 5

Ideas to Write About

1. Suppose your family lived on a farm in Spain in the 1500's. Your father decides to move the family to New Spain. Would you be glad or sorry? Give your reasons.

2. Suppose you lived in Holland in the 1600's. Your family is going to move to New Netherland. Would you rather move to Fort Orange or New Amsterdam? Tell why.

3. Suppose you were a French boy in the 1500's. Would you rather stay at home in France, or come to New France and learn to be a fur trader? Tell why.

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by

CLARENCE WOODROW SORENSEN

TEACHING AIDS AND GUIDES

MILDRED CELIA LETTON

OLD WAYS AND NEW WAYS

NEW WAYS IN THE NEW WORLD

WORLD WAYS

by

LEWIS PAUL TODD

and

KENNETH S. COOPER

CLARENCE WOODROW SORENSEN

Map and Picture Consultant

TEACHING AIDS AND GUIDES

HELEN M. FLYNN

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